

INSPECTION REPORT

SALISBURY PRIMARY SCHOOL

Manor Park

LEA area: Newham

Unique reference number: 102742

Headteacher: Ms Maggie Clarke

Reporting inspector: Frances Forrester

11590

Dates of inspection: 18 – 21 June 2001

Inspection number: 195266

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Romford Road Manor Park London
Postcode:	E12 5AF
Telephone number:	020 8478 6059
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Appropriate authority:	The governing body
Name of chair of governors:	Ms. S. Weedon
Date of previous inspection:	June 1997

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11590	Frances Forrester	Registered inspector	English as an additional language Foundation stage curriculum Physical Education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning How well the school is led and managed
9977	Fran Luke	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
2686	Brian Oppenheim	Team inspector	Information, communication technology Design and technology	
22545	Valerie Hobson	Team inspector	English	Pupils attitudes, values and personal development
23434	Marie Gibbon	Team inspector	History Geography Religious education Special educational needs	
18116	Chris Taylor	Team inspector	Mathematics	Quality and range of opportunities for learning
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Salisbury Primary School has 422 pupils on roll. The school's nursery offers part time places for 78 children. The building is Victorian. The school serves a very disadvantaged community, and many families live in over-crowded circumstances. Nearly 68 per cent of pupils speak English as an additional language, the main ethnic groups are Indian, Pakistani, Bangladeshi and African origin. A growing number of refugees is admitted each year and the school receives regular refugee support. There are an estimated 61 refugee and asylum-seeking pupils. The main languages spoken (other than English) are Bengali, Urdu, Punjabi, and Gujarati. Half of the pupils are entitled to free school meals, which is very high. Eighty-nine pupils have special educational needs; ten pupils have statements of educational need. The school has high pupil mobility. Over half of the pupils joined the school later than the normal time of starting. When they start school, around two thirds of the pupils do not speak English. An Education Action Zone project provides additional funds.

HOW GOOD THE SCHOOL IS

Salisbury Primary School is an effective school. The leadership and management of the headteacher, deputy head and key members of the teaching staff are good. They are having a significant impact on pupils' learning. The school's strengths outweigh its weaknesses and it gives good value for money.

What the school does well

- The quality of the teaching is good and this is successfully motivating pupils to learn.
- Pupils are enthusiastic about their school; they have very good attitudes and relationships.
- The nursery is outstanding and children enjoy a range of rich learning opportunities.
- Provision for special educational needs is very good and pupils are making good progress.
- The school gives very good support to pupils who are learning English as an additional language which means they are learning the language successfully.
- Pupils' personal, social and health education is very good.
- Very good procedures are in place for child protection and for ensuring pupils' welfare.

What could be improved

- The number of pupils who attain average standards in English, mathematics and science.
- Pupils' computer skills and their confidence in using modern technology.
- History throughout the school, and geography in the older classes.
- The school accommodation, particularly the dining room and infant library.
- Pupils' punctuality and their rate of attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made positive improvements since the last inspection in 1997. The management is more effective, and the role of the support staff is carefully monitored. As a result, very good learning assistance is given. Pupils' personal, social and emotional development was criticised previously, but it is now very good. In 1997, spiritual development was poor and this is now good. The school has successfully improved the quality of teaching, which was criticised previously. All subjects of the National Curriculum are now fully covered and 11 year olds' standards have been

improved in design and technology, physical education and religious education.

Personal development and relationships	Very good provision is made to promote pupils' personal development.
Attendance	Many pupils arrive late and they often take time off from school to help parents translate in the community. As a result, attendance is unsatisfactory.

In the best lessons, pupils have very good attitudes. In a few lessons, when the work is not well matched to pupils' individual levels of ability, there are occasional noisy outbursts. Throughout the school, pupils have good behaviour. The school very successfully promotes pupils' personal development, and pupils' relationships are very good. There is a good partnership with parents. The school successfully monitors attendance, but pupils' rate of attendance has deteriorated yearly because many families have to make extended visits overseas.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is a strength. Ninety six per cent of the lessons observed were satisfactory or better with 74 per cent good, very good or excellent. Only two lessons were unsatisfactory. The main feature of the successful lessons was good class management. Where teachers have good control, pupils learn successfully and progress well. In other lessons that are only satisfactory, the class management is weak. The unsatisfactory lessons were at the start of the inspection when teachers were feeling nervous, and pupils became noisy and lost their concentration. When this was the case, they did not learn very much. Basic skills are well taught in literacy and numeracy lessons. Very good teaching in the nursery has a significant impact on the development of communication skills, which is considered a priority. The teachers in the Reception classes positively build onto this excellent start and children are increasingly confident to learn new skills. Teachers match their activities to pupils' ability. In the best lessons, the topic is imaginative and it challenges the class. The school is totally committed to promoting an understanding of the world's cultural diversity. Good teaching successfully motivates pupils to learn and helps them to acquire a good understanding in all subjects. Pupils with special educational needs, and those who are learning English as an additional language, have very good support through regular work in small focus groups. This gives pupils the confidence to work hard and as a result, they achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an appropriately broad and balanced curriculum but insufficient time is allocated to some subjects. This makes it difficult for teachers to cover the full subject.
Provision for pupils with special educational needs	Very good provision is made for supporting pupils with learning or behavioural difficulties, both in class and in small focus groups successfully working with learning support assistants.
Provision for pupils with English as an additional language	Very good specialist support successfully promotes pupils' learning and their acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and cultural development is good, while social development is very good. The school's multi cultural community helps to enhance pupils' cultural development, which is good.

How well the school cares for its pupils	The school is successful in the care that it shows its pupils, and their welfare is of paramount importance to the staff.
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The school provides appropriate learning opportunities for all its pupils. Many interesting opportunities, including outside visits and visitors, enrich daily school life. The school covers the National Curriculum appropriately, except for information technology, which does not fully meet statutory requirements. In history and geography, insufficient time is allocated to the subject.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school leadership and management are good. The headteacher and her deputy work well together and, with other members of staff who have special responsibility for managing a subject, they make a good team that ensures clear educational direction for the school.
How well the governors fulfil their responsibilities	There is a good governing body that successfully fulfils its responsibilities.
The school's evaluation of its performance	The formal procedures for monitoring standards and evaluating school performance are at an early stage. Where procedures have been fully implemented, standards have risen significantly.
The strategic use of resources	Staff make good use of resources, and there is a good team of support staff that is very effectively promoting learning. Book resources are inadequate throughout the school.

A high number of support staff is having a positive impact on learning. Limitations in the school's accommodation place an extra burden on staff. The acoustics in some rooms are poor. The playground is cramped, and games lessons have to be adapted. The dining room is small and shabby. The school meal rota results in pupils having to wait for up to an hour before they eat their meals. The infant library is too small and inadequate. Strengths of the school's management are the co-ordination of early years provision, special educational needs and the support for pupils who are learning English as an additional language. The school applies the principles of best value to managing its budget.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school's leadership • The good quality teaching • That pupils like attending school • That pupils behave well and work hard • That the staff is very approachable 	<ul style="list-style-type: none"> • Literacy hour in the Reception classes • Behaviour in Year 3 • The activities which are provided after school • The amount of pupils' homework

The inspection team agree with parents' positive comments. The literacy hour is well implemented and, in Reception classes, teachers have skilfully adapted the activities and children enjoy reading large books together. The follow-up activities are less formal than in the rest of the school, but nevertheless effectively promote learning. There are no problems with the overall pupils' behaviour in school but sometimes teachers who are taking a class temporarily due to staff absence have difficulty getting control. The school holds an adequate number of after-school activities. The inspection team recognise that the staff already work very hard and that it would be difficult for them to take on any more responsibilities and still plan their lessons in detail as well as marking pupils' work. The school extends pupils' learning by providing a suitable amount of homework for its pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The percentage of 11 year olds who achieve the expected standards for their age group in the national tests in 2000 was low in English and very low in mathematics and science. There was no difference between the results of boys and girls. Seven-year-olds' test results were similar to the results in the oldest classes. The standards in National Curriculum tests were much the same as at the time of the last inspection. However, the school serves a disadvantaged community where many pupils live in overcrowded homes. Pupils do not all enter the school at the same time and a large number do not start school for the first time at the age of five. These factors go a long way to explaining why a hard-working and dedicated staff has failed to raise the standards of attainment of pupils. For example, analysis of the results of seven-year-olds who started school in the Reception class indicates that most attain the nationally expected standards. The same applies to the 11-year-olds who have attended since Year 2. This suggests that the poor standards are partly explained by the high pupil turn-over. When the school's results are compared with similar schools, however, the results are still poor; this can be explained because the numbers entitled to free meals, the basis for comparison, are difficult to access accurately. Many families do not apply for a variety of reasons, including difficulty understanding the application process. The school has successfully identified what it still needs to do to raise its standards further, for instance improving the monitoring of pupils' work and providing additional practice in answering scientific questions. Successful implementation of the National Literacy and Numeracy Strategies has helped to raise the school's standards. Appropriate targets for further improvement have been agreed. However, the fluctuating numbers on roll and high numbers of pupils with language and learning difficulties seriously impede the school's progress in reaching these targets.

2. There has been considerable improvement in the provision for children in nursery and Reception classes since the last inspection. The very good teaching in the nursery, and good teaching in the Reception classes, is having a very positive impact on children's learning. Most of the children start school in the nursery with very little understanding of English. The nursery makes excellent provision for its children. In all aspects of the early learning opportunities expected nationally for this age group, the provision is very good. The nursery is most successful in its excellent promotion of communication skills and children's personal, social and emotional development. As a result, children make very good progress and, by the time they move to the Reception classes, in language and literacy they have become increasingly confident to communicate with others by using familiar simple words, phrases and gestures.

3. In the Reception classes, good teaching and carefully planned provision are successfully promoting children's learning. By the time they reach Year 1, pupils achieve well in creative and physical development, and in these aspects of the provision they successfully attain the early learning goals. A few attain appropriate standards in communication, language and literacy, mathematical development and knowledge and understanding of the world, but for most of the age group attainment remains well below average. This is because children only have a limited understanding of English, which makes it very difficult for them to fully understand some activities. Children work hard and they try to achieve the best standards. Their personal, social and emotional development is good. The school successfully supports the youngest children in small 'Zap' groups where staff work on organised activities which are planned to reinforce pupils' language skills.

4. By the time they are 11 years old, many will have caught up and achieve well. During the inspection, pupils were observed working hard and were well motivated. However, pupils achieved well, and they attained the expected standards for their age group, in only half the lessons observed; in other lessons, despite good teaching, pupils' attainment was low. Although the school has a new computer suite, the standards of information, communication technology [ICT] are still

too low because some members of staff lack confidence in this subject. In the last inspection, younger pupils had average computer skills, but in older classes, pupils made unsatisfactory progress and their keyboard skills were undeveloped. The requirements for ICT have been increased since that inspection and, although pupils' standards have not improved enough, they are better than they were in 1997. The school meets the requirements of the locally agreed syllabus for religious education, and seven and 11-year-olds achieve appropriate standards. In 1997, this was not the case and the oldest pupils had unsatisfactory standards. The school standards in design and technology and physical education were criticised and these have also improved and are in line with the national expectations throughout the school. Art and music standards have been successfully sustained. The standards of history were not judged in the last inspection but throughout the school, they are too low. In geography, the standards of older pupils' work have not been improved and they remain low. The time that the school allocates to history and geography is insufficient to fully cover the programmes of study. The building has several floors, and the time taken by pupils to return to class significantly reduces the session time. The dining room accommodation is far too small and, every afternoon, important teaching time is lost because some classes have not been able to eat their meal until almost the end of the dinner break. This means some lessons start around twenty minutes late.

5. Pupils with special educational needs in all areas of the school make good gains in their learning against the targets on their individual plans. Some pupils with statements of special educational needs make very good progress, particularly against targets relating to their social development. The school works hard to ensure that pupils' learning needs are identified early and they receive well-targeted support. This is a significant improvement since the last inspection, when the progress of older pupils with special educational needs in the school was unsatisfactory.

Pupils' attitudes, values and personal development

6. Pupils of all ages have very good attitudes to school. The youngest children leave their parents and carers readily in the morning after sharing an activity with them. Older pupils are very clear about routines at the start of the day and they settle to work quickly in their classes, although sometimes lateness causes a disruption to the lessons. Pupils are eager to answer questions, and they work hard to develop their answers into longer sentences. When independent group work begins, most pupils settle to work well. They concentrate on the task set and achieve what is expected of them. Where the teacher's class management is less secure, pupils have insufficient support for them to understand their task or to help them organise their game or activity. Sometimes, the activities really catch the pupils' imagination; for instance, pupils in a Year 6 class were reluctant to stop writing their play scripts when the lesson ended. As a result, the class teacher changed her planning to make the most of their enthusiasm. Pupils are enthusiastic about other aspects of school life. The oldest pupils eagerly volunteer to take part in a school concert.

7. Pupils generally behave well in class and around the school. Some have very challenging behaviour, which members of staff manage well. They carefully avoid confrontation, while consistently reinforcing their high expectations of pupils' behaviour. Pupils' behaviour is often managed very quietly, which enables them to have a good feeling about themselves. The teachers successfully promote good behaviour, and new members of the class quickly learn what is expected of them. When necessary, the school excludes pupils for a fixed time, usually only one day. The school makes very clear what is unacceptable behaviour, and appropriate procedures are followed. Pupils learn how their behaviour affects other people, and the school has developed different ways of dealing with individual pupils' problems and difficulties. This is an improvement on the previous report.

8. The school has a positive atmosphere and pupils are treated as individuals. Circle time is a very calm experience that gives them opportunities to think about their own behaviour and share their feelings and opinions in a safe environment. There are very good relationships between pupils and staff that help pupils to develop their self-confidence and motivate them to work hard. The school values teamwork and this is evident in the relationships between all staff, who provide

very good role models. In a physical education lesson for instance, pupils were constantly encouraged to work together as members of a team.

9. In the previous inspection, attendance was close to, but just below, the national average. Unauthorised absence was high, but this included a number of late pupils being counted as a half-day unauthorised absence. Attendance is now found to be unsatisfactory as it is still below the national average. The rate of unauthorised absence is still high, but the school has reviewed its procedures and these unauthorised absences are now accurate. A significant number of children arrive late to school which impacts on their learning, and their late arrival often disrupts the start of lessons. For instance in a literacy lesson, a pupil missed an important part of the lesson by arriving at 9.50 am, which severely disrupted the rest of the class.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. The quality of teaching in the nursery is very good. The organisation is so carefully planned that it seems effortless. One significant strength that accounts principally for this good teaching is that staff have a clear understanding of the needs of the young children. They recognise the importance of providing a wide range of activities each session to develop children's academic, physical and personal and their social skills. Another strength is the very good team spirit that underpins all the work. Staff work hard to plan, review and successfully evaluate their work, and to monitor the progress of individual children. The teacher deploys her staff successfully and they are having a very positive impact on learning. Children have regular focused teaching sessions with a member of staff in their groups. At other times, the organisation is flexible and they have the freedom to choose their own activities or to work quietly with a helper on tabletop activities. All areas of learning are successfully covered, and children benefit from rich learning experiences. Very good relationships are established between the children and the staff, who know and understand individual children well. The nursery welcomes volunteers and students, including pupils on work placement schemes from local secondary schools. In this way, children have lots of support and attention. Thoughtful and relevant questioning techniques are used to extend children's thinking and successful bilingual support is given in Bengali, Urdu, Punjabi and Gujarati.

11. The quality of teaching in the Reception classes is good and, on one occasion, very good. Three of the lessons seen were satisfactory, and there was one unsatisfactory lesson. The staff provide a range of stimulating and motivating opportunities that cover all the areas of learning. There is a good working partnership between teachers and learning support assistants. In the very good lesson for instance, the teacher was able to focus on one group at a time while learning support staff worked on other activities with the rest of the class. The teacher's objective was to improve the children's writing skills. They needed lots of encouragement and, because some had very little confidence to express their thoughts in English, he sensitively developed their ideas through careful questioning. Teachers try hard to give clear instructions. In the lessons that were only satisfactory, the class management was often inconsistent and children became noisy and lost their concentration. This was the case in the unsatisfactory lesson, when a child was banging on a xylophone while the teacher was trying to teach a small group nearby as part of a literacy activity. The child had no awareness of others, and the teacher had to shout at her group to be heard. In all classes, staff actively encourage children to work co-operatively and to persevere with activities.

12. The quality and consistency of the good teaching throughout the school is a great strength. Ninety six per cent of lessons were satisfactory or better and sixty eight per cent were good, very good or excellent. Most other lessons were satisfactory, but two were unsatisfactory. The main feature of the most successful lessons was the good class management. For instance, in an excellent design and technology lesson, the teacher had planned an imaginative topic - to design a special meal to be eaten at an island party. The pupils were very interested and the topic fully captured their attention. The lesson was very well organised and the teacher had such a positive manner with her class that pupils learned well. The lesson was skilfully extended with a class discussion about the equipment they would need and this successfully introduced technology

into the lesson. The successful way she put the topic across ensured pupils had very good attitudes and behaviour.

13. Throughout the school, pupils are generally very enthusiastic and sometimes rather boisterous. Where teachers have good control and make their lessons interesting, pupils learn successfully and they make good progress. In the unsatisfactory lessons, pupils became quite noisy and lost their concentration. When this was the case, they did not learn very much during the lesson. Throughout the school, teachers promote basic skills well and, in English and mathematics, they always ensure literacy and numeracy are well taught. Teachers successfully plan their work to match the abilities of all their pupils. In the best lessons, they have an imaginative approach to their teaching, and often plan a topic that provide challenges for the class and this ensures their interest. For example, in a very good athletics lesson, the teacher successfully motivated pupils who were participating in a group activity by making them responsible for monitoring their performance. She ensured they kept up the pace by allowing them to time their performance using a stopwatch.

14. Homework is set across the school and ranges from the younger children taking home reading books, spellings and language development work sheets, to work extending subjects for the older children. However, some pupils have difficulty in undertaking it because of their cramped home circumstances. A high number of parents were concerned that the school did not set enough homework, but the inspection team felt that the amount was appropriate, and that it was having a positive impact on pupils' learning.

15. The school is totally committed to supporting all pupils and to promoting an understanding of the world's cultural diversity. The good quality of the teaching successfully motivates pupils so that they learn well. This helps them to acquire a good knowledge and understanding in most lessons. Pupils who have special educational needs, and the many pupils who are learning English as an additional language, have very good support through regular, targeted work carried out in small groups. Every opportunity is taken to help these pupils become confident communicators and to understand their work. As a result, they achieve well, and those who are learning to speak English make good progress in their acquisition of the language.

16. The teaching of pupils with special educational needs is good, and in some small group activities it is very good. Teachers and learning support assistants carefully plan lessons and activities to match the needs of all pupils in the class. This is an improvement since the previous inspection report, when classroom assistants were not always effectively deployed. In a very good Year 3 numeracy lesson, the class teacher skilfully varied her questions to enable pupils of all abilities to contribute successfully to the mental maths session. As a result, the pupils with special educational needs in the class developed their understanding of hundreds, tens and units very effectively. In a good Year 4 literacy lesson, pupils with special educational needs played a bingo game with rhyming words. The learning support assistant carefully explained unfamiliar words and ensured that pupils answered in full sentences. As a result pupils became more confident to master new skills.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

17. The school provides excellent learning opportunities in the nursery and very good provision in Reception classes that are relevant to the needs and abilities of all the children. The activities are carefully planned to take into account all elements of the early learning goals for this age group. The school is especially successful in providing educational support for children with special educational needs and the high number who speak English as an additional language right from the start. From their first days in the nursery, these children are skilfully assessed and targeted for focused teaching. The support ensures that any child who is at risk of falling behind

their peers is immediately recognised and supported. The nursery environment and the three Reception classes are very well organised and children have easy access to a wide range of resources to support their learning. Despite limited facilities and difficulties with the layout of the accommodation, members of staff make their displays attractive and stimulating for young children.

18. The curriculum across the school is satisfactory; it is broad and complies with statutory requirements. However, it is not well balanced, in that some subjects, particularly history, geography, music and religious education, have insufficient time allocated to cover them effectively. The school provides well for pupils' personal development and the curriculum planning is sound. Opportunities are provided for pupils to develop academically, physically and aesthetically, as well as in social skills. The school's spiritual and cultural development provision has improved since the last inspection. The curricular provision is now effective in terms of improving standards of attainment, particularly with regard to English, mathematics and science.

19. There are policies in place for all subjects, although some are due to be updated in the near future. There are also schemes of work for all subjects, most of which have been recently introduced and have still to be fully established. The quality of teachers' planning derived from this is generally good. Work is planned to fit well with pupils' abilities, and has good continuity for English, mathematics and science. However, some other subjects lack continuity, particularly history, geography and religious education. Planning for pupils with special needs and for those who are learning English as an additional language is appropriate, and provision is made for challenging higher attaining pupils.

20. The National Literacy and Numeracy Strategies have been successfully introduced, and the arrangements for teaching literacy and numeracy skills are generally successful. These are now having an impact on improving attainment in both of these areas. Literacy skills are used well across the whole curriculum, and numeracy skills are used in other subjects, including design and technology and science.

21. All pupils have equal access to the full range of curriculum opportunities. Provision for pupils with special educational needs, and for pupils who are learning English as an additional language, is very good, particularly in English, mathematics and science. Pupils have work that is appropriately prepared to match their standards of attainment. They are given good support from classroom assistants, or from learning support teachers, either in withdrawal groups or in their own classes. However, more allocated time is needed in some other subjects such as history and geography. There were no significant differences in the opportunities offered to boys and girls.

22. There are policies in place to cover areas such as bullying, child protection, and sex education. A policy for drugs education has been implemented and drugs education related activities are taking place in classes. Provision in these areas in the school is made through assemblies, circle time, where pupils discuss their problems and issues affecting them, and an effective programme of personal, social and health education. The school offers a satisfactory range of additional activities including sports activities such as football, and cultural activities such as a choir. Instrumental lessons on violin and clarinet are also available for pupils. There is a computer club for parents and their children. The school has plans to offer similar activities in literacy and numeracy. There is an after-school club for older pupils who are learning English as an additional language and who need additional support. Additionally, Year 6 pupils help younger pupils with their reading. In the parents' questionnaire, a high number of parents disagreed that the school offered enough additional activities for its pupils. Although the inspection team recognises that the school could provide more activities, it finds the present level satisfactory.

23. The school makes good use of positive models of work by famous artists and writers and it has visiting performers to stimulate and sometimes inspire pupils. Links with the local community are good and visitors work with or speak to pupils on a range of issues, such as life in World War II. During the inspection, a group came into teach Asian dance to Year 5 pupils, and a theatre group sponsored by a telecommunications company presented a workshop to Year 6. Worthwhile

educational visits are made to places locally and further afield, such as the Tower of London, the British Museum, the local Mosque and the Sikh Temple. There are links with business and industry, including gifts to aid the school fete, and the school is a member of the local Education Action Zone, which involves sponsorship from industry. There are good links with organisations such as the police service. The school is a member of a local cluster of primary schools that feed into the local secondary school, and this provides local support.

24. The school provides effectively for pupils' personal development. Since the last inspection, provision in this area has improved from being sound to being good overall. All statutory requirements in this area are met. There has been a very good improvement in this area since the last inspection.

25. The school provides well for the spiritual development of its pupils. The school assemblies are designed to cater for the wide range of religious faiths in the school, and festivals such as Diwali are celebrated, in addition to Christian ones. Spiritual experience for pupils is also provided by periods for reflection and moments of wonder, stimulated by high quality performance. Teachers leading the assemblies promote participation by the pupils and these events are enjoyed. Visitors also come in to the school to talk to the pupils about their way of life. Achievement is celebrated in assemblies. Religious diversity is also celebrated in the quality of displays, as well as in the effective teaching of religious education across the school, including displays on Sikhism in addition to Christianity. Visits are also used to places of worship such as the local Sikh temple and the Mosque.

26. Pupils in the school have a very well-developed moral sense. Few examples of bad behaviour were seen during the inspection, and teachers provided good role models for their pupils. Where pupils had special needs that affected their ability to behave well, they were well monitored and supported by both the teachers and classroom assistants, to avoid potentially difficult situations. Good behaviour was rewarded, with praise, smiley faces and other rewards. Issues of bad behaviour were discussed in assemblies and in circle time. Behaviour was good out of class, with the atmosphere in the dining hall being pleasant and friendly, despite the cramped environment. Behaviour in the playgrounds was generally very good. Action is taken to defuse potentially problematic situations before they happen, for example, by the provision of collections of games equipment for use at lunch times.

27. The quality of social development is very good across the school. Pupils care for each other well, are happy to take responsibility and they work and play together well. Behaviour in the playground was appropriate, with children playing together well. No examples of bullying or inappropriate behaviour were seen. Midday assistants and welfare assistants care for the pupils well, and deal with them in a positive manner. Relationships between teachers and pupils are very good. Pupils respect and like their teachers. The teachers provide a high level of care. In one case, a teacher dealt effectively with a distressed child immediately, in a numeracy lesson, by taking time to console and comfort her.

28. The cultural development of pupils in the school is good. They are particularly aware of their multi-cultural heritage, and celebrate it with displays, visiting speakers, outings and participation in traditional festivals. Music is used in assemblies and classes for listening, and the children have opportunities to sing. In Year 2, pupils were creating their own compositions about weather, and in Year 6 were creating sounds and recording them on tape. Year 6 pupils have enjoyed participating in a residential visit to a centre near the sea in Essex, where they are able to enjoy a wide range of activities in a contrasting cultural context.

29. The opportunities provided for pupils with special educational needs within the school's curriculum are very good. These also include provision for pupils who have statements of special educational needs. Pupils' needs are quickly identified when they enter the school and clear, appropriate targets are written into their individual education plans. There is a very good range of support strategies to develop pupils' language, numeracy and social skills. These include the

Additional Literacy Strategy and small 'Zap' groups which focus on developing pupils' language skills. There is also a well-organised range of additional support to help develop pupils' physical movement and control, speech and language and life and social skills. Teachers, learning support teachers, assistants and the co-ordinator for special educational needs work closely together to plan and monitor the support pupils receive. The school makes good use of the support of local outside agencies to give learning support. As a result, the systems work effectively both in the classroom and in small group work outside the classroom. Pupils' progress towards their targets is regularly reviewed, and the support adjusted when it is appropriate. This represents an improvement since the last inspection, when monitoring of targets did not provide a satisfactory measure of pupils' short-term progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school provides a very safe and caring environment for its pupils. Members of staff know the pupils well, and know and understand their individual needs; this enables them to provide good and appropriate care and support. Medical needs are identified and staff kept informed. The school's procedures for health and safety are very good. Staff make regular checks to grounds, buildings and equipment; in addition, both staff and governors carry out regular health and safety checks. Appropriate numbers of staff are trained in the administration of first aid.

31. The school follows the local education authority's procedures for child protection, and the headteacher is the named person who is responsible for child protection arrangements. She has attended training courses, and has arranged for both teaching and non-teaching staff to be trained. More non-teaching staff are due to be trained in the near future. All staff know the procedures and are aware of the need to inform the headteacher if they have any concerns.

32. The school works hard to promote good attendance through positive strategies such as awarding class shields and individual certificates in assemblies. The last inspection found that more rigorous implementation of the attendance policy was required to ensure that formal authorisation for pupils' absence was obtained. The arrangements for the monitoring of attendance and punctuality are now good. The headteacher monitors the registers on a regular basis and discusses any concerns with the education welfare officer who visits the school weekly. The registers are electronically recorded on a computer, which allows the headteacher to monitor individual children as well as groups, and to pick up any concerns very quickly. Where letters of authorisation are not received, parents are contacted. Persistent non-attenders are followed up, and in some cases the school considers prosecuting parents.

33. At the last inspection, behaviour and learning policies were not implemented with sufficient determination to ensure effective control over all pupils in the classroom environment. This inspection finds that the promotion of positive behaviour throughout the school is now good. The school has successfully introduced an assertive discipline points system. Certificates are awarded in assembly for individual good behaviour, as well as a shield for class behaviour. The arrangement for monitoring of behaviour by the headteacher is also good. School rules are on display throughout the school, and pupils are all aware of the difference between right and wrong. No bullying or racial tension was seen during the inspection.

34. The procedures for monitoring academic performance and personal development are satisfactory. Pupils' personal development is monitored through a logbook system; all staff know the pupils well and use their personal knowledge of the children to monitor them as they go through the school. The last staff meeting of each academic year is used to pass on any relevant information to the child's next teacher.

35. Very good assessment procedures are in place for monitoring and assessing pupils with special educational needs, and those pupils who are learning English as an additional language. In mathematics, a satisfactory scheme is in place. However, for the rest of the school, assessment of academic progress is still in the process of development. Individual teachers' planning and assessment files are full of useful information and detailed reports, but there are currently no assessment procedures for religious education, history, geography, information technology and physical education. For English, there is a basic assessment scheme, but this is used inconsistently throughout the school.

36. There are very good assessment procedures in the nursery and Reception classes. As soon as children start school they are observed regularly and, in the nursery, targeted children are focused on each week to check they are making progress and learning effectively. There are clear assessment and recording procedures, and all members of staff are involved in assessing children's progress. Staff regularly evaluate the effectiveness of the provision, review children's

work and plan their weekly activities. The progress pupils make, and any learning difficulties they may have, are noted throughout the day and these make a valuable contribution to a child's individual record of progress. The records of observations provide a clear picture of a child's progress over time because the work is dated and the activity is described fully to set the context of the work. In the Reception classes, detailed information is collated about children's language development, particularly when they are at an early stage of English. Their knowledge of letter shapes and sounds and their levels of numeracy are also recorded.

37. The care and support of pupils with special educational needs and those who have statements of special educational needs are very good. Teachers and all support staff know their pupils well. The caring ethos of the school is well reflected in the way they ensure that all pupils with special educational needs have opportunities to take part in all school activities. All staff and other pupils value their contributions highly and their achievements are well recognised. A good illustration of this was seen during the week of the inspection in a Year 5 literacy lesson, when teachers and pupils enthusiastically applauded the achievements of a pupil with a statement of special educational need. With this good level of praise and recognition, pupils at all stages of special educational need achieve well, and some make very good progress. Pupils' needs are quickly identified when they enter the school in the Foundation Stage and, as many pupils do, when they enter the school at other stages in their education. Teachers, support staff, pupils and parents work very closely together and with outside agencies to monitor and regularly review pupils' progress. Good, well-organised formal and informal records are kept of pupils' progress in relation to their targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The previous inspection found that parents were kept well informed, and that parents who volunteered were valued and effectively used. This inspection finds that parents still have positive views of the school. In their responses to the pre-inspection questionnaire, the vast majority confirmed they felt the school was good. However, there was a high percentage of critical comment with the main focus on the provision of homework. Despite the parents' concerns, this inspection found the provision of homework to be satisfactory. Written annual reports for parents are satisfactory; in English, mathematics and science they say what pupils have done as well as what they can do, and say clearly to parents where their children are in relation to the year group. In other subjects, information is clearly phrased but there is not much information on how pupils can improve. There are opportunities for parents to meet staff at the beginning and end of the school day, when they can informally seek information about children's progress. There are also two formal consultation evenings each year.

39. Parents are kept informed about what is happening in school through termly newsletters; additional letters are sent out about class specific trips or other information. The school works hard to inform parents about the curriculum; a recent literacy day for parents included a practical session to assist parents to help their children to get the most out of literacy lessons. The school has offered parents the loan of a video for literacy; the video was available in eight different languages. Overall the information provided for parents is good.

40. The impact of parental involvement in the school is satisfactory. The school works hard to involve parents, and has arranged maths workshops to encourage parents to make maths games and story kits. A number of parents do volunteer to help out in the classroom; these parents are valued by the school and effectively used. Unfortunately, the Friends of Salisbury School is not active at present.

41. The school has a good induction policy that allows parents to meet with staff from the nursery, in their own home, as well as make a number of pre-admission visits to the school. These meetings enable staff to meet parents and to build a profile of the child, prior to the child's entry to the nursery. For children who start in Reception classes, parents are encouraged to bring their

children into school to meet staff. The new intake is admitted over several weeks to allow staff time to help children to settle into daily routines. The contribution of parents to children's learning at home is satisfactory. A number of parents support their children by listening to them read, as well as helping with other homework. The partnership with parents and carers in the nursery and three Reception classes is very good. The staff have successfully established a relationship with parents which is relaxed, friendly and supportive. As parents deliver and collect their children, they are made to feel at ease as staff exchange information informally about their children. The nursery's induction programme plays a vital part in building an effective communication bridge between home and school.

42. The school recognises and values the close partnership with parents of pupils with special educational needs. Parents are involved in all stages of their child's provision and are encouraged to be actively involved both at home and in discussions with their child's teacher and those who provide support. Parents value and appreciate highly the efficiency, care and support given to both their children and to the family. During the week of the inspection, this view was clearly reinforced by individual parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management are good. The headteacher and deputy head have strong leadership, a clear vision for the school and a great commitment to the pupils. This is having a positive impact on school improvement and on raising standards. In the last inspection, the school's management was judged to be sound but there were a number of curriculum requirements that were not being met. These have since been addressed. The school's management was criticised because behaviour was not managed well. The school has successfully dealt with this problem, and behaviour is now good. The headteacher and deputy make a very good team. The school is totally committed to supporting pupils with special educational needs and those who are learning English as an additional language. The school successfully promotes a good partnership with parents.

44. The members of staff who have responsibility for the co-ordination of the foundation year, and for supporting pupils who are learning English, are having a very positive impact on the development of these areas of provision. The foundation year co-ordinator has regular meetings with nursery and Reception class staff to successfully plan lesson activities. In addition, there is some effective subject co-ordination where teachers have specialist knowledge of their subject, for example, in science. Some co-ordination roles are not very developed because staff have only recently taken up their post. The school's improvement plan successfully identifies procedures for raising the standards of English, mathematics and science. The staff and governors are conversant with these plans. There is good governor involvement in the school, and governors have been effective in taking on their roles and responsibilities. The chair of governors has a very good understanding of the importance of good governance. Governors are enthusiastic and very anxious to give their full support to the school. They are very proud of their school and they have a good working relationship with the headteacher and senior staff. The school successfully achieves its aims, and it provides a successful learning ethos where pupils are made to feel truly valued. The school is consistent in its promotion of moral values, social development and respect for others. Staff and pupils are well motivated and enthusiastic about attending school. However, family visits overseas and pupils having to miss school to interpret for their parents have a negative impact on the school's levels of attendance.

45. The co-ordinator for special educational needs provides very good leadership for a committed and hard working support team. Roles and responsibilities are well organised, and there are very good opportunities for support staff to develop their professional expertise and range of experience and responsibilities. The co-ordinator tracks pupils' progress carefully and maintains detailed records of all contacts with agencies outside the school. The school fully meets the

requirements of the Code of Practice for special educational needs. There is a designated governor, who has a good involvement in the work of the school. The school makes very good use of the funds that are allocated for pupils with special educational needs.

46. There is an appropriate number of teachers and a high number of support staff for the number of pupils on roll and for the large percentage of pupils who are learning English as an additional language. The staff form a well-integrated team, committed to the school's aims of providing a high level of support for all pupils. This makes a significant contribution to the good quality of the teaching. The teachers work closely together. The school is committed to staff development and ensures there is a good programme of training, which includes local courses. Appropriate induction procedures are in place to support newly qualified teachers, and the school has agreed a policy for performance management.

47. The school has had high maintenance costs and the challenges with the accommodation, which have to be overcome, place an extra burden on staff. Classrooms are adequate and staff make very good use of wall space for mounting interesting and attractive displays that reflect pupils' learning and achievements. They work hard to create an attractive environment for their pupils. However, the school's accommodation has a number of weaknesses. These include poor acoustics in some classrooms, a limited-sized playground, and dining facilities that are too small and of poor quality. The school site manager and cleaning staff do all they can to keep the building clean and well maintained, but the school has had to use vital budget allocations intended for learning resources to repair old-fashioned boilers. Classrooms are redecorated as funds permit, but the staff-room decoration is poor. The school has recognised this for some time and it plans to allocate funds this year to make the room more inviting for staff. The school has no playing field, and teachers have to adapt their physical education to take into account the limited facilities. The school building is not suitable for anyone with difficulties climbing stairs. The dining room is far too small for the numbers on roll, and afternoon lessons often start late because pupils are still eating their meals. Pupils and staff respect the premises and there is no sign of litter or deliberate damage. The accommodation is generally adequate for teaching, except when physical education lessons take place in the school hall, where poor acoustics make it difficult for pupils to hear.

48. The school has an appropriate organisation and management of its resources. Careful financial management has enabled the school to balance its budget, but there are only limited resources in some subjects and furniture is old and shabby in some classes. The range of books was considered inadequate in the last inspection and they are still poor. There is an appropriate range of resources for the children who are in the foundation year in the nursery or Reception class. The computer suite is a useful addition, but the school has to repay the cost to the local education authority over the next three years, which means it is impossible to allocate the budget in other ways.

49. The school manages its finances efficiently. The last inspection report said the school was reasonably efficient but that it gave unsatisfactory value for money. The school's administration has been improved and more clerical support has been recently provided. The school is now efficient, and there are developing procedures in place for monitoring and evaluating outcomes. The quality of financial planning is good. The school successfully uses its budget to enhance class support. The amount spent per pupil is slightly higher than the London average, but this is because the school serves a very disadvantaged community. Specific grants and funds to raise standards are efficiently used and the funding for pupils with special educational needs is used appropriately, primarily to provide additional teaching and support staff. The high levels of support have a very positive impact on the progress of these pupils.

50. The school uses a significant amount of its budget to employ additional learning support to work with pupils who are at risk of falling behind their peers because they are learning English as an additional language. The quality of this support is undoubtedly very good. The school is clearly committed to providing every opportunity for all its pupils to achieve a good degree of success and fluency in English. The school analyses the results of National Curriculum tests to make sure it is

giving value for money. It does all it can to raise standards, but it is working against the odds. Despite this, it provides a good education for its pupils because of the commitment and hard work of the staff. Pupil expenditure is successfully used to benefit pupils and to provide them with a wide range of opportunities. Taking this into account, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. In order to raise the school's standards further, and to sustain the very good provision for pupils who are learning English as an additional language, the governors, headteacher and staff should:

- i. fully implement the targets in the school improvement plan that aim to raise the standards of English, mathematics and science;
- ii. raise standards in information, communication technology by:
 - developing a programme of work that builds on pupils' knowledge and understanding; ensuring pupils find out, exchange and share information and review and modify their work;
 - implementing a system for assessing pupils' progress;
 - implementing procedures for monitoring and evaluating the standards of teaching and attainment;
 - seeking additional funds to establish a rolling programme for increasing resources;
- iii. raise attainment in history throughout the school and geography at Key Stage 2, by ensuring there is sufficient time allocated to these subjects, and full curriculum coverage in line with the requirements of Curriculum 2000. In addition, ensure pupils do more written work, and introduce a system for assessing their progress;
- iv. seek ways to improve the school's accommodation in respect of:
 - the acoustics in some rooms;
 - the dining room facilities;
 - the infant library;
- v. work with parents and community leaders to improve the levels of pupils' attendance and their punctuality.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1%	20%	47%	29%	3%	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	422
Number of full-time pupils known to be eligible for free school meals		232

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	3	89

English as an additional language	No of pupils
Number of pupils with English as an additional language	313

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	117
Pupils who left the school other than at the usual time of leaving	108

Attendance

Authorised absence	%
School data	6.46
National comparative data	5.2

Unauthorised absence	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	18	25
	Girls	15	15	19
	Total	37	33	44
Percentage of pupils at NC level 2 or above	School	62 (63)	55 (64)	73 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	19
	Girls	14	17	14
	Total	37	40	33
Percentage of pupils at NC level 2 or above	School	62 (57)	67 (66)	55 (57)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	29	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	14
	Girls	18	11	14
	Total	28	22	28
Percentage of pupils at NC level 4 or above	School	50 (42)	39 (58)	50 (47)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	15
	Girls	14	14	14
	Total	24	24	29
Percentage of pupils at NC level 4 or above	School	44 (51)	44 (51)	53 (50)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	2
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	3	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	1	0
Chinese	0	0
White	3	0
Other minority ethnic groups	1	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	36
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	7
Total aggregate hours worked per week	

Number of pupils per FTE adult	5
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FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	1,069,737
Total expenditure	1,061,334
Expenditure per pupil	2,278
Balance brought forward from previous year	0
Balance carried forward to next year	8,403

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	467
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	20	4	0	2
My child is making good progress in school.	57	30	4	4	6
Behaviour in the school is good.	50	35	0	4	11
My child gets the right amount of work to do at home.	35	26	24	15	0
The teaching is good.	61	26	4	4	6
I am kept well informed about how my child is getting on.	57	26	9	2	6
I would feel comfortable about approaching the school with questions or a problem.	70	22	0	0	7
The school expects my child to work hard and achieve his or her best.	72	20	4	0	4
The school works closely with parents.	61	26	4	2	7
The school is well led and managed.	63	26	6	2	4
The school is helping my child become mature and responsible.	56	33	6	0	6
The school provides an interesting range of activities outside lessons.	43	30	11	2	15

Other issues raised by parents

- Concerns from one parent about the lack of literacy hour in the Reception class.
- Some concern about the standards of behaviour in one class.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

52. The good quality teaching successfully promotes children's personal, social and emotional development and is a major strength in the nursery and Reception classes. The nursery aims to help children to feel good about themselves as a person as well as a learner. The daily routines and games such as 'Pass the smile' or 'Change positions' successfully encourage children to have good attitudes towards each other. By the end of their year in the nursery, children are increasingly independent. All staff have high expectations of children's behaviour, based on mutual respect and an awareness of the needs and rights of others. As a result, children's behaviour is very good, and even those who have challenging behaviour have a clear sense of right and wrong. Children settle quickly into the nursery routines because of the excellent organisation and the successful induction programme. Nursery staff build positive relationships with parents through home visits prior to admission and, wherever possible, bilingual assistants translate for non-English speaking parents.

53. In both the nursery and Reception classes, children work together well, share resources fairly and take turns appropriately when using equipment. For example, when they play outside they steer their bicycles carefully or wait patiently until others have moved out of their way. Children choose their own activities and they play well together. Most children concentrate hard when they work with an adult in a small group. They treat the school's equipment with care and willingly tidy up at the end of a session. Opportunities are planned in all classes for children to express their feelings in a variety of situations; for example during story-time and role-play they respond with obvious enjoyment. Children's awareness of their place in the wider community is enhanced through special events such as annual celebrations for Chinese new year and Diwali. In the nursery and Reception classes, staff provide very good role models. The wide cultural backgrounds of the staff are an additional advantage for the school's provision. Staff are courteous and encouraging, and this successfully promotes children's learning. In the nursery and Reception classes, trusting relationships and warm personalities help children to recognise that each of them is considered to be important. By the time they are six years of age, children have achieved the early learning goals in personal, social and emotional development.

Communication, language and literacy

54. A high priority is given to promoting good communication in the nursery. The very good bilingual support which is given to children who speak Bengali, Urdu, Punjabi and Gujarati, is effective in explaining and reinforcing simple familiar English words and clarifying understanding. All children benefit from skilful individual support and staff encouragement. Activities such as looking at photographs of named familiar objects are carefully planned to enhance children's language skills. The very good organisation and planning in the nursery ensures all adults ask questions sensitively, and they give thoughtful responses to promote children's confidence. Role-play is given a high priority in the nursery and in Reception classes, to develop oral skills fully, for instance, telephone play or playing in a hairdresser's salon are popular with the children. They also enjoy hearing their own conversation when their voice has been recorded. In a Reception class, a targeted language group working with a learning assistant pretended to wash their hair as they considered the sequence of events in this daily routine. Children try hard to share ideas, ask and answer questions and practise their communication skills in a variety of activities. They are encouraged to talk about events in their lives and use simple sentences in response. They listen well to adults and follow instructions carefully.

55. Children make a start to reading in the nursery. They enjoy stories such as 'Funny Bones' and rhymes, and they learn that print carries meaning. They recognise their own name and they

are encouraged to read it at every opportunity. In the Reception classes, good teaching helps to promote literacy skills, and most children recognise frequent words in their reading books. They talk about their favourite parts of the story in books they know.

56. In the three Reception classes, children have many opportunities to express themselves on paper, in drawing and painting, and they are encouraged to write simple sentences. In the nursery, some can copy letters and others write in their own way. They eagerly make marks on paper and try to write freely in small groups with an adult helper; the nursery children regularly practise their writing. Reception children build on the skills developed in the nursery, and they copy sentences under the teachers' writing; those who are more confident try to write their own. They are developing reasonable pencil control. In one Reception class, they made simple books based on their class literacy book, 'Dear Zoo', and they delighted in choosing the animals to build into their simple story. Elements of the literacy strategy are used well by teachers in the Reception classes. A good understanding of letter sounds is developed through effective word, sentence and story work. Most children can name sounds in words they use frequently and recognise the names of key characters in familiar books. However, by the time they are six years of age, most children do not achieve the early learning goals in communication, language and literacy.

Mathematical development

57. The very good teaching and provision in the nursery successfully promotes children's mathematical development. When they first start school, they have very little idea of number. Regular sorting activities, number games and counting using a number line are successful strategies that members of staff use to promote children's learning. The teachers have other imaginative ideas to enhance mathematical development. For instance, the nursery teacher organises a number walk to raise children's awareness, not only of numbers in the world around them, but also to give them a sense of the local community. In the Reception classes, mathematical vocabulary and understanding are extended in different ways. For instance, in physical development children are encouraged to move forwards, backwards and sideways, and positional vocabulary such as 'behind', 'in front' and 'in the middle' are fully exploited.

58. In the nursery, most children recognise and count numbers to five and some count to ten. They are learning appropriate mathematical language as they sort groups of shapes into colours. Children are familiar with simple two-dimensional shapes and they recognise and name, for example, circle, square and triangle. There are opportunities for children to learn how to sort and match through the use of puzzles and games. They are familiar with pattern making, and make sequence patterns. Children know a range of counting rhymes and songs that enhance their mathematical learning.

59. In the Reception classes, children add two numbers together to 10, order the largest to the smallest, and make sets correctly out of a stated number. They record their answers accurately and explain the way they work out the answer. They use simple language to make comparisons such as 'bigger than' and 'smaller than'. They make good progress in beginning to understand simple addition and subtraction operations through good quality focused teaching and the effective use of resources to support and develop their learning. However, by the time they are six years of age, most do not achieve the early learning goals in mathematical development.

Knowledge and Understanding of the World

60. Children enter the nursery with a very limited knowledge of this country. Many have just arrived in England. The nursery provides a very stimulating environment and a wide range of indoor and outdoor activities to exploit children's natural curiosity and enthusiasm. The very good teaching in the nursery and the good teaching in the Reception classes are effectively promoting children's knowledge and understanding of the world. Children are developing a wider

understanding of their local community. Nursery children demonstrate good skills as they build with a variety of construction kits. For example, they build simple houses and make models with junk materials. In a project on Diwali, both nursery and Reception children made clay diya lamps and they designed mendi hand patterns. They join, cut and glue confidently, using a variety of materials. All children have the opportunity to observe real life. The nursery has two guinea pigs which children enjoy watching run freely in the garden. Both nursery and Reception children observed young frogs in a tank during the inspection and, at other times, they watch worms burrowing into the earth. There are good opportunities for children to develop their skills of prediction and scientific enquiry as they experiment with lighting and explore batteries. They are fascinated by reflection and shadow. Through a range of scientific topics, Reception children develop their inquiry skills. In all the classes, children are encouraged to question why things happen and how they work, as they build and use apparatus.

61. All children begin to gain an understanding of the past as they celebrate birthdays and special events. They successfully learn the names of days and months, and have an increasing idea of how weeks make up a month. They know that day and night have different characteristics. They have an increasing understanding of modern technology as they play with programmable toys or use computers. In all the under five classes, children are developing a growing competence on the keyboard and an understanding of the basic functions of a computer. However, by the time they are six years of age, most children do not achieve the early learning goals in this developing a knowledge and understanding of the world.

Creative Development

62. The nursery and Reception classes successfully promote children's creative development through good teaching. By the time children move to Year 1, they exceed the expectations of the early learning goals. Children have many opportunities to experiment with textures and colours. For instance in the nursery, they mix colours together and play with coloured pasta or blow paint bubbles. They experiment with tie-dye and design, and make models such as scarecrow hats. In the Reception classes, they regularly listen to music and have regular access to playing percussion instruments and composing their own music. They enjoy dancing and expressing their feelings to music through dance. In both nursery and Reception classes, they have good opportunities to paint or draw from observation. They print with fruit and vegetables and examine the textures and seed patterns. Staff support these activities effectively and they extend children's language by discussing the materials and techniques they use. All the children learn songs by heart, including singing many with accompanying actions. They have a good sense of rhythm. By the time they are six years of age, most children achieve the early learning goals in creative development.

Physical Development

63. The imaginative development of the outdoor play area is a major factor in the nursery's very good provision. This is successfully improving children's physical skills. It is difficult to remember that there is a busy road outside the school, when children are playing in the garden. Staff have created a safe haven which is successfully used to promote rich learning opportunities. For instance, creative development is enhanced when painting and drawing takes place outside and there is also a science shed that includes equipment for children to experiment with. In the Reception classes, children exceed the national expectations in physical development. They climb, run and slide confidently on the large apparatus and move intelligently in the space provided. In the school hall, they use a variety of equipment and learn very simple gymnastics. Reception class children also make good use of their outside area each day. Staff successfully develop their confidence, and teach children to be independent when they change their clothes for a lesson. Children change directions accurately on command and laugh with delight as they do this. They gain increasing control of tools such as scissors, paintbrushes and glue spatulas. In the Reception classes, children show increasing dexterity and control in drawing and writing. Staff challenge

children in such a way that they develop skills and improve their hand-eye co-ordination, whilst using their initiative and extending their imagination. By the time they are six years of age, most children achieve the early learning goals in physical development.

ENGLISH

64. Pupils are making good progress, although by the time they are 11 years old their attainment in English tests remains well below national standards when compared with all schools. However, standards are only below average when compared with similar schools. This is because a high number of pupils enter the school with very limited or no English, and a high number of pupils enrol or leave the school throughout the year. Those pupils who have stayed in the school for at least three years achieve very well and attain standards in line with national expectations or which are appropriate to their special educational needs. By the time pupils are seven years old, although they have made good progress, most only achieve standards that are below expectations. Those who speak English as an additional language quickly gain confidence to make their needs understood. The high numbers of pupils with special needs are given very good support and are able to make good progress.

65. Pupils make good progress, although their spoken English remains below national expectations. The school allocates an appropriate amount of time to the subject. New vocabulary is clearly identified in the teachers' planning, which ensures pupils build on their understanding in all subjects. Small teaching groups concentrate on extending pupils' vocabulary and developing their answers to full sentences with clear descriptions. Support teachers or staff, who have a very good understanding of the needs of the pupils, lead these groups. Pupils' listening skills are good. They enjoy stories and poems and, in class discussions, listen carefully to each other and to their teachers. However, few drama and role-play sessions are planned for pupils to use new vocabulary in a wider range of situations.

66. Pupils make good progress with their reading, although standards are below those expected for their age. There is an appropriate emphasis on letter sounds so pupils quickly learn to work out unknown words. However, many pupils have difficulty understanding what they read. Pupils of all ages enjoy reading and hearing stories. Younger pupils need support to gain information from the text and to understand new vocabulary. Older pupils read with expression, and use punctuation to make their reading livelier. However, many have difficulty in drawing out ideas from the text beyond what is written down. Those pupils who have been in the school for at least three years develop good reading skills and express an enjoyment of reading.

67. Pupils make good progress with their writing, although standards are below those expected nationally. By the time they are 11 years old, pupils write letters to pen friends and letters of complaint about a shorter working week. They develop stories of their own and learn to produce play scripts based on the 'Flour babies' by Anne Fine. They are enthusiastic about this activity, and work hard at setting scenes. They write experiments for science, and develop the idea of sequence in their work through instructions for designing and carrying out a test. Pupils use their knowledge of letter sounds well to spell new words, and this aspect of their work is supported well by spelling lists.

68. The quality of teaching is good at both key stages, with a high percentage of very good teaching for pupils aged seven to 11 years old. This is an improvement on the previous report, which identified a significant number of lessons as unsatisfactory for older pupils. Teachers use the National Literacy Strategy to plan interesting lessons that develop pupils' vocabulary and understanding. The planning identifies key vocabulary, and teachers give opportunities for pupils to develop their answers and use new words in meaningful situations. Group and independent activities are usually effective in matching the pupils' abilities and the different levels of language development so all pupils make good progress. On very few occasions, teachers overestimate the ability of some pupils to work on their own or in large groups, and they are unable to complete the task. This slows the pace of the lesson and some pupils become restless. Many of the groups are well supported by learning support staff and teachers. Staff are clear about the needs of their groups and help them to stay on task and develop their concentration. As a result, pupils with special needs and those who are learning to understand English are able to achieve well at

appropriate tasks. All teachers listen carefully to their pupils and help them to express their thoughts more clearly. However, marking is more variable. Although some teachers balance positive comments with suggestions as to how pupils can improve their work, in some classes the marking is very limited and often pupils do not respond to it. Spelling may be left wrongly spelt and work unfinished. Homework supports the class work, and pupils regularly have spellings and reading books, while older pupils in Years 5 and 6 have written homework.

69. The teachers plan to cover all aspects of the English curriculum, but drama is less well developed. Pupils also have few opportunities to use non-fiction books for research, as there are only a limited numbers of books. The infant library has very few books, while the junior library is in the process of being developed. The space allocated to the infant library also restricts the numbers of pupils who can use it at any one time. Teachers cover many different types of writing and the safe environment that the school provides enables pupils to write very sensitively about their thoughts and feelings. A pupil in Year 6 was able to write about the death of a young relative. In Year 5 a pupil rewrote the 23rd Psalm. The teacher had ensured all pupils could take part whatever their belief, and he wrote, 'My shepherd is always with me. My shepherd is my Dad.'

70. The school has held a School Book Week and a Readathon. These activities also raised the pupils' interest in reading. The recording of pupils' attainment in reading, writing, and speaking and listening needs to be consistent throughout the school with a common format. This would make it easier to track the progress of individual pupils and help staff new to the school to maintain the class records. Overall, there has been good improvement in the subject, which is visible in the upward trend of pupils' achievements in national tests.

ENGLISH AS AN ADDITIONAL LANGUAGE.

71. A high percentage of pupils come from family backgrounds where there is very little understanding of English. Some families are refugees who have only recently arrived in England. Often pupils have had very disruptive schooling with long gaps in their education. This provides an additional challenge for the school. The school benefits from good support from the local education authority. There are two specialist teachers and three learning assistants. A full-time support teacher successfully co-ordinates the school's provision for pupils who are learning English as an additional language. The school has prioritised additional learning support assistants, and it has employed as many staff as the budget will afford. Consequently, a lot of very good support is available throughout the school day as well as after school. Members of staff respond very positively to the needs of all pupils, and they ensure that no-one is disadvantaged and that all pupils benefit from the same learning experiences as they learn to understand the English language.

72. In the nursery and Reception classes, the rich learning environment helps pupils make good progress in developing appropriate communication skills and listening to spoken English when they are in a group activity. Bilingual staff willingly translate for children whenever they can. They encourage the children to talk with their classmates, and set up highly visual and practical activities, for example construction tasks, and a wide range of imaginative play using dressing-up clothes. This allows children to experiment with language and to repeat familiar terms informally. As a result, they make good progress in speaking and listening so that, by the time they move to Year 1, they understand clear speech and gesture. The daily 'Zap' groups successfully focus on developing pupils' language and a series of activities are effectively planned for this time. Activities range from sequencing a number of pictures to build up a simple story, to talking about the characters in a picture or simple word building games using pictures clues. In the Reception classes, teachers skilfully extend pupils' learning by encouraging them to write freely. Where pupils find it impossible to understand or deduce the meaning, some bilingual support is available in Bengali, Urdu, Punjabi and Gujarati. The school has been unsuccessful in finding Albanian, Lithuanian and Kosovan interpretation through the local education authority refugee support.

Despite this difficulty, the co-ordination of the support for pupils who are learning English as an additional language is very effective. As booster groups sometimes include children with special educational needs, the co-ordinator for their support is also involved with monitoring the effectiveness of this provision. She effectively observes the learning support assistants and checks they are asking appropriate questions. As a result, support assistants are having a positive impact on learning, and they successfully focus on the linguistic demands of their tasks.

73. There is good liaison between the specialist teacher supplied by the local education authority and class teachers. This is generally at the planning stage. Partnership teaching in classrooms is still a school priority and at an early stage in some classes. Teachers explain tasks well, check pupils' understanding and make careful use of questions and visual clues to promote pupils' understanding. Where possible, new arrivals are assessed in their own language and this information is passed to class teachers. Targeted pupils who are at risk of falling behind their peers are quickly identified, and objectives are agreed to help them progress in literacy, numeracy and science. Folders of assessments are kept and regularly monitored, and staff sensitively observe target pupils to check they have made progress. The co-ordinator who is responsible for pupils who are learning English as an additional language and the class teacher work together with groups and individual pupils. The co-ordinator has also produced a home pack and topic vocabulary in several languages. The school is aware of the importance of providing bilingual pupils with equal access to the curriculum, and it is building up a good range of resources to set a more visual context for their learning. Unfortunately, because these resources are limited, staff rely on parents giving up their spare time to make word games and other linguistic activities. The school has very limited published resources or dual language books.

MATHEMATICS

74. Attainment in mathematics was judged by observation in lessons and scrutiny of work as well as by consideration of information from National Curriculum Tests. Pupils had achieved well by the end of both Years 2 and 6. When they enter the school the attainment of pupils is well below average for their age. By the time they are seven, attainment has improved but it is below average for their age. The pupils in Year 2 can do mental calculations with number up to 30 such as $17 - 4$ and $17 + 4$. In Year 1, they can add together three numbers such as $7 + 7 + 2$. By the time they are 11 years old, pupils' attainment overall is just below national average. By the end of Year 6, pupils can do long multiplication and long division, such as $21.4 \div 7.4$ and $66 \div 5.5$ and they can explain the strategies they are using.

75. When these results are compared with similar schools, the standards are well below. However, the standards are distorted because there is a high proportion of pupils who are learning English as an additional language, because there is a larger than average number of pupils with special educational needs and because a significant number of pupils join the school late, with over a quarter of the school population changing during the past year. Since the last inspection, overall standards in mathematics have gone down. This is because of the changing levels of attainment of pupils coming into the school; however, the quality of teaching has improved, as has the range of the curriculum. For pupils who have been in the school from Reception, standards in mathematics are close to those expected for pupils of their ages in both Years 2 and 6, showing that although overall standards are below average, levels of achievement are high.

76. There was no evidence of teachers giving preferential treatment to either boys or girls in mathematics lessons. The pupils with special educational needs are well supported in their work by learning assistants who help them to achieve well, by supporting them in a class lesson or by doing specially prepared work. In Year 2, the lower attaining pupils could do simple sums such as $1 + 2 + 8 + 4$ or $30 - 5$. In Year 6, they could do sums such as $125 + 650$ and $384 \div 4$; they could also work with fractions.

77. The whole curriculum for mathematics is taught; in addition to work with number, pupils

undertake problem solving and investigational activities, they learn to work with time and measurements and learn about shapes. Some data handling is undertaken, for instance pupils collected data in tally charts and used this to make bar or pie charts.

78. Pupils come into the school with skills well below average in mathematics. They make good progress up to Year 2. Appropriate levels of progress were noted across years and between year groups. Learning in Years 1 and 2 was good or very good in all lessons seen. In Year 1, the class were learning effectively about number sequences. Even the lower attaining pupils could explain the sequence in 2, 4, 6, 8. In Year 2, they were learning to do word problems mentally by playing a Bingo game. In Years 3 to 6, learning in all lessons seen was satisfactory, with much being good or very good. In Year 3, they were learning about hundreds, tens and units by doing sums such as $625 - 110$ and the lower attaining children were given similar sums such as $18 - 6$. In Year 5, they were learning about measurement of capacity in pints and litres, and were estimating relative amounts. The children of average attainment or above could manage this with little difficulty, and the lower attaining pupils were supported by a leaning support assistant and were achieving well. In Year 6, they were counting in fractions and decimals.

79. The teaching of mathematics was satisfactory or better right across the school. The majority of it was good in all lessons seen up to Year 2, and up to Year 6 the majority was good, with a significant proportion being very good. Teachers have good subject knowledge and have integrated the National Numeracy Strategy well into their teaching. They have a good knowledge of their pupils' abilities and plan work suited to them. Work is differentiated to varying ability levels. Teachers have good relationships with their pupils, and use appropriate teaching strategies. The quality of planning is good and teachers assess pupils' work effectively. Pupils' work is assessed every year from Years 3 to 5, by the use of optional National Curriculum Tests, as well as by teacher assessment, and pupils undertake the statutory tests in Year 6. Where classroom assistants or other helpers are used, they are well briefed to support the groups they are working with. Limited use of ICT was observed during the inspection to support teaching of mathematics. When teaching was very good, the pace of the lesson was exciting and pupils were challenged mentally, including the lower attaining pupils. Pupils were used to good effect to explain and demonstrate their mathematical strategies to the rest of the class.

80. Pupils' attitudes to mathematics are generally good or very good right across the school. They enjoy lessons and sustain concentration well. Good behaviour is maintained throughout lessons, even where there are difficult pupils. Some pupils have difficulty presenting work well because of poor writing skills. There is no evidence of bad behaviour in mathematics lessons, because the teachers know their pupils well and make every effort to keep them interested. In a minority of lessons up to Year 2, pupils' behaviour was unsatisfactory. In these lessons, the pace of the lesson was slow and the work set was too difficult for the pupils to deal with unaided. Pupils with special educational needs are very well supported in class, and work is specially prepared for them where necessary.

SCIENCE

81. Standards of attainment at all levels are adversely affected by several factors. There is an above average number of pupils in the school who have special educational needs, and also an above average number of pupils who are learning English as an additional language. However, the most significant factor affecting attainment is that a relatively large number of pupils leave the school during the year, while a corresponding number join. When assessing those pupils who have been in the school for the whole of a key stage, attainment is at least average and sometimes above average.

82. Standards of pupils' attainment by the time they are seven are below average. This represents a decline since the last report, but many of the present pupils have difficulty with

scientific vocabulary, and find it hard to express themselves when explaining an investigation. These findings show some improvement over the results of the 2000 teacher assessments, which were very low when compared nationally and with similar schools. However, pupils make satisfactory progress, when their previous attainment is taken into consideration.

83. By the time pupils are 11, their attainment is well below average; however, in the current Year 6 half of the total number are new arrivals since the beginning of the year, while just under half of the original total have left. These findings about attainment are broadly in line with the results of the 2000 National Curriculum tests. Pupils make satisfactory progress when set against their previous attainment and educational experience. Throughout the school there is no significant difference between the performance of boys and girls.

84. The quality of teaching and learning is satisfactory in Years 1 and 2. Pupils enjoy science and most continue working in their groups without continuous, direct adult help. However, some find it difficult, and become noisy until checked by the teacher. Learning assistants work well with teachers, often helping in managing pupils, as well as supporting their work. Planning for individual lessons is satisfactory and allows pupils to achieve the expected outcomes. For example, pupils successfully undertake experiments on various aspects of their work. They have investigated how solids, such as chocolate, melt when subjected to heat, and noted how long it took to melt. They are learning to record their findings, but do not yet follow a consistent pattern for this recording, and some find this difficult to do. From looking at pupils' books, it is evident that there is less written work than would be expected at this time of the school year. However, several pupils have joined the school during the year, so they do not have full books, and others have special needs, including those at an early stage of learning English. Pupils have learnt to sort animals into groups, such as all those with scales or feathers, or by counting the number of legs. In their work on simple electrical circuits, they understand that they need to complete the loop in order to make the bulb light up. In Year 1, pupils understand that humans are included when they talk about animals, and they have found sources of light such as the sun or a candle.

85. Teachers encourage pupils to make simple predictions before they begin an investigation, and they compare this with the outcomes of their work. Teachers also plan lessons that help with other subjects of the curriculum. For example, Year 2 made pancakes, and measuring the ingredients enabled them to use some of their mathematical skills.

86. Teaching and learning for pupils in Years 3 to 6 are good. Almost all the observed lessons were good, and none were unsatisfactory. They are well planned, and a good example of this was a Year 5 lesson about writing up an experiment to find if solids contain air. Many of the pupils have difficulty in expressing themselves, either orally or in writing, so the teacher took them through a prepared sheet, which asked them the right questions, and enabled them to use some of the skills they had been learning about in literacy the same day. They soon caught the teacher's enthusiasm and very brisk pace, and were able to make good progress. The skill was one they would normally have mastered much earlier in the key stage, but late arrivals, early stages of English and special educational needs prevent a high proportion from yet higher attainment. Teachers have good assessment procedures, which mean they have a good knowledge of how pupils are progressing. This is particularly beneficial when pupils have learning difficulties or for those who are still at an early stage of English.

87. By Year 6, many pupils are able to follow a pattern of reporting and recording and have conducted several experiments to find out about dissolving solids in water such as sugar, coffee powder, or sand. They understand the function of the heart and how, together with the lungs, it pumps oxygenated blood round the body. Teachers give pupils a measure of independence in their work, such as in a Year 6 lesson when pupils arranged their own experiments and apparatus to find the results when they changed components in an electrical circuit. Some changed the thickness of the wire, other the length of the wire. All made their own predictions first, and compared these with their findings. Pupils have measured shadows and noted the movement as the day passes. Teachers encourage pupils to remember that tests must be fair, and often ask questions to draw

out this point, such as, 'What will you keep the same, or what can you alter?'. Year 6 pupils were able to say that, if they kept the same bulb and the same battery, then it would be a fair test.

88. Science is well supported by schemes of work and planning that cover all the required aspects of the subject. There is more emphasis on the changes in materials and their properties and less on life processes and living things, and this results in some imbalance, but overall the curriculum is good, and pupils experience a broad range of topics.

ART AND DESIGN

89. Due to the organisation of the week's timetable, it was not possible to see more than a very few art lessons, and so pupils' work on display, planning, and discussions have been taken into account in judging attainment. Pupils throughout the school are making steady progress in art. Standards of attainment are those expected for their ages, although some younger pupils are above average. These findings represent good improvement since the last report, when progress was unsatisfactory and younger pupils' attainment was below average. The reason for this improvement in attainment is the commitment of teachers to the subject, and their search for materials and experiences for the pupils to draw on.

90. There are many examples of pupils' work around the school. Year 2 have been out to see the local library and brought back sketches of the building. They are now working on representing the texture of the bricks using fabric and other materials. The work they have done shows that they are using a suitable range of materials, and collecting ideas successfully gathered from their investigations. They are then exploring these ideas with the teachers in their lessons. Pupils in Year 1 have used plasticene to make some good sculptured figures, and they have also done some work that ties in with literacy, and made a large display about 'Incy Wincy' spider. In some areas of their work, attainment is above average. There are some particularly good three-dimensional pictures using dried leaves and matchsticks to represent trees. Teachers are giving the younger pupils in Years 1 and 2 a good range of materials and ideas to work with.

91. One of the good features of art in the school is the way that teachers make links with other subjects. For example, Year 4 pupils have produced posters about safety when dealing with electricity and roads. In Year 3, there are some good silhouettes of various members of the class. Again, there are links with design and technology through making folded paper 'dogs' that are decorated and coloured. Year 5 follow the same idea of linking, with their illustrations of 'Goosebumps', one of their literacy books. They have also made some large posters after the style of the Impressionist painters.

92. Teachers are giving pupils opportunities to learn to evaluate their own work and decide upon designs after making some sketches. Pupils are beginning to appreciate some famous artists, and to produce their own work following the same style. For example, in Year 3 they have been influenced by the work of the artist Andy Goldsworthy, and in Year 6 there are some very good pictures, again after the impressionist style.

93. Pupils are using different materials to depict shades and tones, and in Year 4 they are busy collecting ideas as starting points, with a supposed journey in mind. In the lesson, they all closed their eyes and imagined buildings and features of their journeys to and from school. They studied a map and picked out ideas of shapes, and represented the various features. For example, one pupil drew a symbol to represent the 'lollipop lady' she sees on the way home. Year 5 is using a wide variety of materials to represent the textures of their subjects, such as foil for the shining helmet they are working on. In the Year 3 lesson, pupils were very busy with strips of prepared mesh that have powdered plaster in them. They need to be put in water first, and pupils are using them to cover the chicken wire models they have already made, and they thoroughly enjoy it.

94. Pupils are learning some drawing techniques, for example in Year 4 the teacher was encouraging them to select the correct pencil, or use the flat side of the pencil lead to produce shading. Most pupils across the school sketch ideas first before they move to work on their full pictures. Much of the work on display shows care and imagination, but resources are limited and pupils have little opportunity to mix colours. However, the co-ordinator had identified this and has plans to provide powder colours that pupils can experiment with.

DESIGN AND TECHNOLOGY

95. Evidence of design and technology work seen during the inspection shows that the pupils at the end of Year 6 achieve as well as expected for their age. This is also true for pupils at the end of Year 2. In both cases this is because teaching is organised well to give pupils good opportunities to explore a variety of materials and ideas, and work with different tools and equipment. A particularly strong characteristic of the teaching is the way teachers use their understanding of the subject to make work interesting and exciting for pupils. This is illustrated very well by an outstanding Year 1 lesson about planning a special meal. By introducing the work through telling a story, the teacher motivated and interested pupils very successfully and held their full attention. This made a very strong contribution to the way pupils responded: they were enthusiastic, enjoyed their work and concentrated very well throughout the lesson. Importantly too, this was very successful in helping pupils to understand why it is important to plan what you are going to make and who you are going to make it for. As a result, pupils made particularly brisk progress during the lesson and achieved very well.

96. There are other aspects of teaching that also contribute much to pupils' achievements. Teachers are very skilled at managing pupils and getting the best out of them. In a Year 6 lesson for example, where pupils were investigating and evaluating different materials for making slippers, good relationships with pupils and high expectations about behaviour meant that pupils were always well behaved despite being tired at the end of a long day. As a result, pupils made sound progress and were able to link the different materials with different purposes: fur for warmth, for example, or leather for flexibility and being hard wearing. Similarly in a Year 2 lesson, where pupils were making a pulley, very positive relationships were encouraged effectively by the well-organised way the teacher moved around the room to check what was going on. As a result, pupils were very positive about their work, enjoyed the activity and were very proud of their achievements.

97. Taking everything together, good progress has been made since the last inspection. Pupils' achievements and teaching have both improved and the design and technology programme is now built around the government-backed programme; this is helping to ensure a more consistent approach across the school. There are, however, still areas for improvement: changes to the National Curriculum have not yet been fully built-in to teaching, and there are some gaps in pupils' experiences: systems and control, for example, are not covered well.

GEOGRAPHY

98. The last time the school was inspected, standards in geography were average by the end of Year 2 and below average by the end of Year 6. Similar standards were observed during this inspection. Eleven-year-olds' standards in geography are affected by the lower than usual amount of time allocated to the subject. It was not possible to see lessons in Years 5 and 6 during the week of the inspection due to timetable constraints. Judgements on work and standards are based on analysis of work and teachers' planning, and discussion with Year 6 pupils and the co-ordinator for the subject.

99. By the end of Year 2, pupils have an appropriate understanding of their own locality. This is because teachers use the local area effectively and give pupils a good opportunity to develop

their awareness of other localities through visits to such places as Shoeburyness. This was seen in a satisfactory Year 2 lesson where pupils responded confidently and with interest to their teacher's questions about their visit. They were able to identify key features of their own area around the school, and make simple comparisons with Shoeburyness, identifying objects and activities that were more typical of one area than another. The teacher emphasised the vocabulary used to describe direction and location and, as a result, pupils with special educational needs and those who had English as an additional language developed their vocabulary well. Pupils extended their awareness of maps and plans appropriately by plotting their route to Shoeburyness. Through their work in mathematics, pupils are able to use simple coordinates to locate positions on simple maps and plans.

100. By the end of Year 6, pupils' experience of geographical skills and the breadth of their knowledge are too superficial because there is insufficient time to explore topics in sufficient depth. As a result, the range of their recorded work is too limited. The opportunities for pupils to develop an appropriate awareness of maps and plans at different scales and to conduct enquiries are also too limited. The analysis of pupils' work shows that above average pupils reach appropriate standards in their work on river systems and the water cycle, but average and below average pupils have too little work in their books and it is often incomplete.

101. Teaching and pupils' learning in geography lessons are satisfactory. A good lesson was seen in Year 3, in which pupils developed their knowledge of routes and maps to an appropriate level. Pupils were considering a range of jobs people in their area would have, and how these people might travel to work. The teacher had planned a good range and amount of work in the session, which provided a good level of challenge for all pupils. Pupils were involved in the activities because the teacher linked well with pupils' own knowledge and experiences, and because the resources were relevant and interesting. Clear time limits were given for each activity and, as a result, pupils concentrated well on their tasks and worked effectively in their groups. At the end of the lesson, pupils had consolidated and extended their knowledge of maps and plans and their use of simple coordinates well. Throughout the school, pupils who are learning English as an additional language and pupils with special educational needs make satisfactory gains in their learning as they move through the school, because they are well supported by learning assistants.

HISTORY

102. Standards in history at the end of Year 2 and at the end of Year 6 are lower than those found in the school's last inspection. Pupils at the end of both years reach levels that are below those found in pupils of a similar age. This is mainly due to the lower than usual amount of time allocated to the teaching of history. This has a particular impact on the range and depth of older pupils' recorded work, and on the range of the work experienced by pupils in both key stages. The school has responded to the high proportion of pupils who enter the school with limited use and understanding of English by, quite justifiably, making the teaching of literacy and numeracy its most important priorities. However, it has already recognised the need to extend pupils' experiences in history through their work in literacy. No lessons were seen in Years 1 or 2, and judgements have been based on an analysis of pupils' work, discussions with pupils and teachers, and scrutiny of teachers' planning.

103. By the age of seven, pupils understand how people and objects change over time. In a visit to the Toy Museum they compare toys in Victorian times with toys of today. They make drawings and simple observations of objects found in a Victorian kitchen, and discuss how they compare with modern kitchens. In a study of houses over time, they learn about the features that are observable in older houses. However, their knowledge and experience of famous people and events in the past is too limited and, as a result, they have not been able to learn in sufficient detail. By the age of 11, pupils successfully learn about aspects of life in Britain in Roman times, in Tudor

time, in the Victorian age and in the twentieth century. They have good opportunities to enhance their knowledge through a range of visits to local places of interest such as Colchester Castle, the British Museum and the Tower of London. However, this is not sufficiently supported by opportunities to build on this good base through investigation or detailed study. The depth and detail of their experiences is variable across the years. In Year 3 for example, as a result of good teaching, the range and depth of pupils' work is appropriate for their ages. However by the time they reach Year 6, the breadth and depth of their knowledge is too limited. At both key stages, pupils' sense of time is developing appropriately. Pupils learn to use an appropriate range of vocabulary in years 1 and 2, and older pupils use a range of pictorial and annotated time lines in their work. Pupils' experience of how history is interpreted is a weaker area of work, because they are not offered sufficient planned opportunities. Although pupils in Years 4 and 5 study and copy Tudor portraits, there are some missed opportunities to explore how these portraits can give a range of information and interpretations.

104. Teaching and learning are satisfactory throughout the school. Teachers plan varied activities and experiences that interest and involve pupils of all abilities effectively. This was seen in a sound Year 6 lesson, where pupils discussed pictures from the Internet of objects from the Indus Valley in the past. Together with their teacher, they formulated questions that archaeologists would ask about the objects, and worked in groups to find some answers to their questions. Because they were interested in the pictures, pupils worked well in their groups to discuss their observations. However, although pupils made relevant and sometimes interesting observations, there were some missed opportunities for pupils to extend their understanding of how these objects represented the society in which they had originated.

105. The school is already considering strategies for extending pupils' historical skills and experience, and has also identified the need for extending the monitoring role of the co-ordinator. The school does not yet have sufficient resources to meet the needs of all the new units of work, but is aware of the areas that are under-resourced and is building them as finances become available. There are no systems for assessing pupils' work in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Standards in information and communication technology (ICT) are below what is expected by the time pupils leave the school at age 11. Standards are also low at the end of Year 2. There are two main reasons for this:

- pupils start school with very limited computer skills, and this makes it difficult for them to reach the 'average';
- the school has just started to trial a new teaching programme based on government guidelines, but because there is not a co-ordinator at the moment it is difficult to build up pupils' ICT skills in a methodical way.

107. Despite these difficulties, pupils make good progress in lessons and achieve well, given where they start from, because teaching is good overall. This is an improvement since the last inspection. This is illustrated well by a carefully structured Year 3 lesson, where pupils were writing instructions to make the computer draw different shapes. Here, the teacher's relationships with pupils, the careful way she explained the task, and the high expectations of behaviour all meant that pupils learnt a lot during the lesson. By the end, all were able to use a sequence of instructions to draw three different shapes on the computer, and some worked out how to draw a more difficult fourth shape.

108. There are also examples of using ICT to support their work in other subjects. In Year 5 for example, pupils used the new computer suite to follow up classroom work in history. Here, they were exploring the 1960s and using a word processor to draw up a questionnaire. Nearly all used

the software competently, and changed the look of the text by making it bigger or smaller, or organising it differently on the page. A few pupils combined pictures into their writing, using different software to create different effects. Others searched the Internet for information, although this was not as purposeful as it might have been: pupils did consolidate some of their skills, and while they were quite expert at connecting to the Internet, the task did not develop their research skills as much as it might have done. Nevertheless, pupils were enthusiastic, interested and well behaved, because the teacher had clear expectations and made well-timed interventions to help pupils concentrate.

109. The school has improved its computers since the last inspection by installing a computer network in one of the classrooms. Some of the equipment is not as up to date as the school would like but, nevertheless, the room and the 15 computers linked together on a network help to give pupils a worthwhile experience: this has a good impact on their learning. There are, however, some limitations: the computers are quite close together, making it difficult for a class of 30 to work comfortably; the lack of a large screen makes it difficult for teachers to show a whole class how to do something on the computer. These are areas that the school could improve fairly easily if money becomes available. Standards are broadly similar to those at the last inspection but learning and teaching are now better: pupils now achieve well because teaching is good. There are some gaps in the teaching programme: there is not much work in using ICT to monitor or simulate things happening, such as changes in temperature. However, these aspects of ICT are on track to improve as the new programme becomes more familiar and all teachers have finished their ICT training.

MUSIC

110. Standards in music are in line with national expectations for pupils aged seven and 11. By the end of Year 2, most pupils can sing well in tune. They respond well to music, and can create structured compositions in groups about a theme such as weather that has musical elements such as pulse, pitch, and changes in volume. By the end of Year 6, they know about musical elements such as pitch, volume and speed. They can clap rhythms in different parts, and can sing in harmony. Some children learn the violin or clarinet in Years 3 to 6. Standards have been sustained since the last inspection.

111. Only two music lessons were seen in Years 1 and 2. Standards were also judged from singing in assembly. The teaching seen was good or very good. Teachers have very good relationships with their pupils, plan appropriate activities and manage the activities well. Teachers' subject knowledge is satisfactory. In one class seen, the teacher clapping the rhythm of a nursery song, which they had to name, was challenging pupils. Three lessons were seen in Years 3 to 6, of which two were about the children composing and listening to music, and one was a dance lesson where they were responding to music played on sitar and tabla. In both the composition lessons, the teaching was good; in the dance lessons, visiting teachers provided a very good experience for the children. However, the composition lessons were hampered by the poor acoustics in classrooms and poor quality recording equipment.

112. Pupils' attitudes to music are good or very good across the school. They enjoy listening to music and making it when they have the opportunity. They were disappointed when lessons finished. In lessons, they behaved well, sustained interest and put effort into creating musical compositions. They worked well in pairs or groups to make compositions. However, the noise levels in the rooms when they were making compositions made it difficult for them to hear what they were playing. Their final performances showed that they had been concentrating on the task set for them by the teachers.

113. Pupils' learning of music in lessons is good. They have a basic knowledge of musical concepts and terms. They know a good range of songs and can sing well in tune. They talk

confidently about what they like or don't like from different styles of music and what mood is evoked. They also learn effectively to respond to music with movement and dance; in one lesson, pupils in Year 5 were seen moving very effectively to Indian Classical music, and learning aspects of Indian dance.

114. Some of the musical instruments are old and in need of repair. The school provides additional opportunities for pupils to learn violin and clarinet, and to perform in a choir, but there are no opportunities to play in ensemble. Pupils played music in assemblies and some use is made of music in the school for listening and for cultural development, with a range of musical styles being played in assembly and in concerts.

PHYSICAL EDUCATION

115. Pupils attain appropriate standards throughout the school, and in some lessons in older classes attainment is good. This is a marked improvement since the last inspection, when the oldest pupils had low standards. Pupils follow a broad and balanced curriculum that provides a suitable range of learning experiences. In addition to gymnastics, pupils are taught games and dance skills. The school has no field, which limits opportunities for team games, but pupils are taught ball skills such as throwing and catching. The school makes good use of specialist coaching and other visitors to the school. During the inspection, a coach was training pupils in tennis skills. As part of a local refugee concert, Year 5 pupils learned Indian dancing. The school ensures that pupils experience outdoor and adventurous activities on an annual residential visit, which gives pupils the opportunity to participate in activities such as orienteering. Most 11 year olds, and particularly those who have been in the school for the last two years, can swim the national expectation of 25 metres.

116. Pupils in all year groups are developing their co-ordination and improving their skills in a range of gymnastic floor movements. In games lessons, older pupils run fast and they have good ball skills. They understand the importance of kicking a ball at an angle to make fielding more difficult, and they demonstrate a good level of precision and control. Through practice, they are able to refine and improve their performance. Pupils of all abilities are making satisfactory progress and, in the best lessons, they make good progress. They listen attentively and work with commitment and energy during their lessons. Pupils have good attitudes, and they behave well. A very good example of this was in a dancing activity in Year 5. The class had previously written a group poem, which was read while pupils covered a series of dance movements. The poem was as follows;

My hand has picked a soft baby up
My hand has touched slithery snake
My hand stroked my mother's beautiful face as she sang to me at night
My hand waved through the air to Bangladesh
My hand waved goodbye to the going people
Please don't go!

The class were extremely sensitive to the topic and they all fully participated, with enjoyment and great commitment. A pupil who had only recently arrived in England and who spoke no English was very well supported by others in the class who used gestures to explain what they were expected to do. As a result, he was able to fully participate and to dance along with the rest of the class.

117. The quality of teaching is good, and two lessons in Year 3 were very good. Where teaching is most effective, pupils are taught the importance of planning and evaluating for themselves. Teachers make good use of pupils' demonstrations to illustrate good performance, and they fully participate, often by demonstrating themselves. They successfully overcome the

restraints of a quite small playground by adapting games. For example, in Year 5, the pupils could not use a hard rounders ball for fear of hitting it over the periphery fence. Instead, they successfully kicked a football, which the other team then fielded. In a very good athletics lesson, the teacher successfully motivated a group activity and she ensured pupils kept up the pace by suggesting they used a stopwatch to time their performance. The teachers concentrate well on promoting a good range of different techniques, and they effectively promote good social development by encouraging pupils to work as a team and to have good attitudes to competition. Due attention is paid to safety issues, particularly in moving equipment and in the safe use of available space. All teachers ensure the lessons start with a suitable 'warming up' period and, at the end of the session, a time to 'cool down'.

RELIGIOUS EDUCATION

118. By the end of Year 2 and Year 6, pupils are making steady progress and the standard of work in lessons is similar to that in other schools. Pupils with special educational needs and those who speak English as an additional language achieve at a similar rate to other pupils, because they receive good support from their teachers and support staff. This represents a good improvement since the last inspection, when standards of pupils' work were below those in other schools.

119. The quality of teaching is satisfactory at both key stages. Lessons are carefully planned to involve and interest pupils, and to give them good opportunities to reflect and think about what they have learnt and to develop a good regard for the beliefs and traditions of others. Good use is made of the strong representation of the world's major faiths within the school. As a result, pupils learn from an early stage to show respect for a wide range of beliefs and different traditions and practices. This good level of respect was shown in discussion with a group of Year 2 pupils about special places. They were able to talk with interest together about their recent visit to a local Gurdwara, and compare different features and traditions with a previous visit to a mosque. Lessons in religious education are well supported by the very good relationships within the school, and pupils are confident and open in discussing sensitive responses to spiritual issues. This was seen in a good lesson in Year 6, where pupils were discussing how music is used to support and express faith in some religions. The teacher effectively guided pupils in a discussion on how music was used for singing praise, as a symbol of faith, as part of religious festivals and to create a feeling of community. At the end of the lesson, pupils reflected on how music made them feel, and they talked sensitively about how it made them feel stronger, helped them to express their feelings, and how it encouraged people to lead a good life. Pupils' written work in Year 5 included a sensitive and thoughtful personal version of the 23rd Psalm. However, overall, opportunities for pupils to explore their responses in their recorded work are too limited, particularly for older pupils. As a result, literacy skills are not sufficiently reflected in their written work.

120. Planning for the subject shows an appropriate regard for the Christian faith, and pupils know about the main Christian festivals and an appropriate range of stories from the Bible. Older pupils, in their work on sacred texts, learn about the importance of the Bible in Christianity and how other faiths also have their own sacred texts that are fundamental to their beliefs. Lessons, teachers' plans and the work displayed show that teachers provide a generally balanced religious education programme based on secure subject knowledge. However, the organisation of topics within the curriculum does not always give older pupils a good range of opportunities to explore aspects of the Christian religion at a sufficiently demanding level.

121. School assemblies reflect a planned termly theme, which appropriately supports the work of pupils in the classroom. The school makes good use of the resources in the local community to enhance pupils' experiences. Pupils have opportunities to visit places of worship in all the faiths represented in the curriculum, and local Christian clergy visit the school regularly. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.